**The Great Fire Of London**

A Music Topic for Years 1 and 2 with links to the QCA Unit: Sounds Interesting

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[](https://www.google.co.uk/url?url=https://www.pinterest.com/anneneal1/great-fire-of-london/&rct=j&q=&esrc=s&sa=U&ved=0ahUKEwivypbZsZzTAhWlOsAKHaacAAEQwW4IHDAD&usg=AFQjCNG6I3VZPJMjTC1dlzUEHwgKGrFOoQ)

**During this topic**

**Some children will (emerging)**

Copy the shape of sung calls

Sort instruments by material or sound with help

Play with a group with support

Play a steady beat with help

Copy body/vocal/instrumental sounds that are long or short

Copy body/vocal/instrumental sounds that are quiet/loud

Play their instruments with some control

Follow signs and symbols with assistance

Perform sounds within the structure of a poem with support

Respond to ascending and descending sounds with movement as part of a large group

Copy rhythmic patterns

**Some children will (achieving)**

Copy the pitch of soh, mi and doh

Sort instruments by material or sound

Play with a group

Play a steady beat

Copy and create body/vocal/instrumental sounds that are long or short

Copy and create body/vocal/instrumental sounds that are quiet/loud

Play their instruments with control

Follow signs and symbols

Perform sounds within the structure of a poem

Respond to ascending and descending sounds with movement

Copy and identify rhythmic patterns

**Some children will (exceeding)**

Copy the pitch of soh, mi and doh confidently and tunefully

Sort instruments by material or sound quickly and confidently

Take a leading role when playing with a group

Play a steady beat and help others to do so (whilst singing)

Copy, create and identify body/vocal/instrumental sounds that are long or short

Copy, create and identify body/vocal/instrumental sounds that are quiet/loud

Play their instruments with control and awareness of pulse, rhythm of non-verbal signals

Follow signs and symbols confidently and make changes to the sound accordingly

Perform sounds within the structure of a poem confidently, often taking a leading role

Respond to ascending and descending sounds with movement quickly and confidently

Copy and identify rhythmic patterns confidently and accurately

**The Great Fire of London Assessment**

**Linked to QCA Unit 3: Sounds Interesting**

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| **Name of child** | **Can sing soh, mi and lah** | **Can explore dynamics** | **Can explore duration** | **Can follow symbols** | **Can perform sounds within the structure of a poem** | **Can play and sing with awareness of pulse** | **Can explore texture** | **Can play rhythmic patterns** |
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**The Great Fire of London Facts**

London was a big city in 1666. Half a million people lived there.

The houses were made of wood, and the lanes between them were very narrow.

The fire started on Sunday 2nd September in the baker's shop of Thomas Farynor, baker to King Charles II, in Pudding Lane. His ovens were on overnight, making bread, and somehow they caused a fire. In the early hours of the morning the choking smoke woke him up. He rescued his family and ran outside, as the shop burned down. His maid was not so lucky, and she did not escape.

The summer of 1666 had been very hot and dry, and the fire soon spread.

It was indeed the mayor whom many blame for not stopping the spread of the Great Fire of London. It was standard practice at that time to demolish houses on the path of the flames, creating “fire-breaks”. The mayor refused to do this though, as he was worried about the cost of rebuilding. When he first saw the fire he is reported to have said that a lady could urinate on it and put it out (this has become “Wee could soon put that out” in the poem.”)

It is true that several fire engines fell into the Thames while they were being filled with water.

It was the diarist Samuel Pepys who realised how great the threat was, and took the news to the king.

King Charles took command at once, ordering the demolition of houses, and the setting up of fire posts, extra fire fighters, and fire- fighting equipment. He even joined in the fire- fighting himself.

Even with the king’s efforts, the fire burned for four days, before the fire-breaks, and the wind changing direction, halted the spread.

Amazingly, not many people died in the Great Fire of London. Some people say sixteen, other people say only six.

After the fire, the king ordered that London should be rebuilt, with buildings made from bricks and stone. Christopher Wren was the architect in charge. It took ten years to rebuild.

## The Great Fire of London a poem for kids by Paul Perro

The year was 1666,  
Late one September night,  
The baker’s shop in Pudding Lane  
Glowed with an **orange light.**  
  
The baker’s oven was on fire  
**The flames began to spread.**  
Thomas the baker was upstairs  
He was asleep in bed.



Before too long the walls caught fire  
There **billowed out black smoke.**  
**The fire made such a loud noise**  
Tom suddenly awoke.  
  
He woke up all his family  
And got them out of there.  
He called out for the firemen  
And called out for the mayor.

The firemen saw the shops nearby  
And said “**Let’s knock these down,**  
Or else they will catch fire too  
And it will spread through town.”  
  
But no, the Mayor would not do that,  
He said “Just hang about,  
The fire is not that bad, you know   
Wee\* could soon put that out!”  
  
**So they tried to put the flames out  
But they just grew higher.  
Sure enough they spread, soon half of  
London was on fire**.



King Charles sitting in his palace  
Thought something must be done  
**He sent out a fire engine  
With a big water gun.**  
  
They went to the Thames for water  
But at the river bank  
**The fire engine slipped in mud,  
Fell in the Thames, and sank!**

When the king was told about this  
He was really upset.   
He realised that the fire posed  
A very serious threat.   
  
He decided that he must help,   
Put on his boots and cloak,  
**And he marched out of his palace**Towards the fire and smoke.  
  
He helped some fire-fighters who  
Had started to despair,  
And everyone was really glad  
That the good king was there.



**Eventually, the wind died down -   
The fire died down too.**  
**London would have to be rebuilt  
There was much work to do**.

**The damage caused would have been less  
In sixteen sixty six  
If the houses weren’t made from wood,  
If they were made from bricks.**

The baker’s shop in Pudding Lane glowed with an orange light.

The flames began to spread.

There billowed out black smoke.  
The fire made such a loud noise

Let’s knock these down

So they tried to put the flames out but they just grew higher.

He sent out a fire engine with a big water gun.

The fire engine slipped in mud, fell in the Thames, and sank!

He marched out of his palace towards the fire and smoke.

Eventually, the wind died down -   
The fire died down too.

London would have to be rebuilt  
There was much work to do.

**Five Currant Buns**

Five Currant buns in a baker’s shop

Started a fire and it wouldn’t stop

Firemen told the Mayor to knock some houses down

The Mayor said no

And the fire spread through the town

Four Currant buns in a baker’s shop

Started a fire and it wouldn’t stop

King Charles was sure that something should be done

Sent out an engine

With a big water gun

Three Currant buns in a baker’s shop

Started a fire and it wouldn’t stop

The King was upset and he put on his cloak

Helped the fire-fighters

With the fire and the smoke

Two currant buns in a baker’s shop

Started a fire and it wouldn’t stop

The wind changed direction on the morning of the fifth

The fire died down

But boy did it whiff!!

One currant bun in a baker’s shop

Started a fire that they managed to stop

The fire spread because the houses were wood

Used bricks and stone

To re-build real good

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

Two new songs

About the pitches soh, mi and la

To copy and create sounds using their bodies and voices

About percussion instruments

About materials and timbre

To play with control

**Introductory activity (10mins)**

Sing ‘Hello children’ and introduce soh and mi (GEGE)

Introduce the singing game, ‘Hickety Tickety Bumble Bee’ and ask the children to sing the response, ‘My name is…’ (GEAGE)

*There was another sound other than soh and mi in that song-introduce lah*

**Main activity (15mins)**

Play, ‘Copy Me’

Look at an assortment of percussion instruments and sort sounds into those that are made of wood, metal, or skin.

Play the game, ‘Choose an instrument you can play.’

Children choose and respond with, ‘We can play some wooden sounds’ etc.

*How else can we sort the instruments?*

Sort by sound- tappers, shakers and scrapers and repeat the game if time

**Plenary (5mins)**

Revise the two ways in which instruments were sorted today and introduce the first verse of ‘Five Currant Buns’

**Learning Outcomes:** Children can

Copy the pitches soh, mi and lah

Sort instruments by material or sound

Play in groups

Play with awareness of pulse

**Lesson 2: 30mins**

**Learning Intentions:** Children learn

To copy the pitches soh, mi and lah

Copy and create loud and quiet sounds

Listen to and discuss words in a poem

Play instruments with awareness of dynamics

To follow hand signals

**Introductory activity (10mins)**

Sing **‘**Hello Children’ and revise ‘Hickety Tickety Bumble Bee’

**Assess: Can sing soh, mi and lah**

**Main activity (15mins)**

Play, Make your sound as quiet/loud as mine’

Explore loud/quiet body and vocal sounds

Discuss The Great Fire of London and read the poem with that title by Paul Perro.

Take lines from the poem and discuss which should be accompanied by loud/quiet sounds or sound that are in the middle.

Revise tappers, shakers and scrapers and give out to class three groups.

*Can they play them quietly/loudly/getting louder/getting quieter by following hand signals (hands apart/together)?*

**Plenary (5mins)**

*How did we change the sounds today?*

Sing the first verse of ‘Five Currant Buns’

**Learning Outcomes:** Children can

Sing the pitches soh, mi and lah accurately

Make body/vocal sounds with awareness of dynamics

Platy instruments with dynamic control

Follow non-verbal

**Lesson 3: 30mins**

**Learning Intentions:** Children learn

The second verse of a song

To copy and create q/l sounds

To examine the timbre of sounds

To play with control

To follow hand signals

**Introductory activity (10mins)**

Sing ‘Hello children’ and the first verse of ‘Five Currant Buns’.

Introduce the second verse and add actions to both

Revise the game, ‘Make you sound as quiet/loud as mine’

**Assess: Can explore dynamics**

**Main activity (15mins)**

Look at phrases from the ‘Great Fire of London’ poem and revise their dynamic level

Select sounds to illustrate each by exploring their ***timbre***

***Suggestions***

Orange light -Indian bells

Flames- tambourines

Black smoke- maracas, egg shakers

Knock the houses down- drums/tambours

Water gun- jingles and drums

Fire engine slipped- guiros/cabasa

Marching- drums and woodblocks/claves

Wind- maracas and egg shakers

Building- claves, wood blocks, guiros/cabasa, triangles held tightly, agogo bells

Play sounds for each phrase when indicated to do so

**Plenary (5mins)**

Using the instruments, follow hand signals for loud/quiet/crescendo/decrescendo

**Learning Outcomes:** Children can

Sing soh, mi and lah accurately

Explore dynamics through body, vocal and instrumental sounds

Follow non-verbal signals

**Lesson 4: 30mins**

**Learning Intentions:** Children learn

A new verse of the song

About dynamics and duration

About graphic symbols

To perform their work within the context of a poem

**Introductory activity (10mins)**

Sing, ‘Hello children’, revise first two verses of ‘Five Currant Buns’ and introduce the third verse

**Main activity (15mins)**

Revise the game, ‘Make your sound as loud/quiet/long/short as mine’

Give out instruments to accompany poem and explore their duration.

Ask every child to say whether his or her instrument has a long or short sound

**Assess: Can explore duration**

Ask the children to follow signals for loud/quiet/crescendo/decrescendo (Hands moving apart and together horizontally)

Show the children symbols for each part of the poem and relate it to each sound

Ask each group to play their sound when their picture is held up

Now look at large and small versions of each picture

*How will they change their sounds when they see a large/small picture?*

**Assess: Can follow symbols**

**Plenary:** Perform the poem with the instrumental sounds

**Assess: Can perform sounds within the structure of a poem**

**Learning Outcomes:** Children can

Sing tunefully and confidently

Copy and create loud/quiet sounds

Copy and create long/short sounds

Identify the duration of a sound

Follow visual signals and symbols

Perform sounds within the structure of a poem

**Lesson 5: 30mins**

**Learning Intentions:** Children learn

About the pitch doh

A song in its entirety

About texture

To express their views

To play with a steady pulse

To play in groups

**Introductory activity (10mins)**

Sing, ‘Hello children’/ revise soh and mi and introduce doh (GEC/CEG)

Revise the first three verses of ‘Five Currant Buns’ and introduce the last two verses.

**Main activity (15mins)**

Play, ‘Copy Me’ and then choose 5 sounds made by volunteers.

Divide the class into 5 groups and give each group a sound.

Groups to perform sounds

* Alone
* Accumulatively
* All together

*Which do the children like best and why?*

Choose 5 instrumental sounds and repeat activity with these

Ask each group to accompany each verse of ‘Five Currant Buns’ with a steady pulse

**Assess: Can play and sing with awareness of pulse**

Repeat with all accompanying verse 1, four groups accompanying verse 2, three groups accompanying verse 3, two groups accompanying verse 4 and 1 group accompanying verse 5

**Plenary:** *Which do the children like best and why?*

Today they have explored the texture of sounds

**Assess: Can explore texture**

**Learning Outcomes:** Children can

Sing soh, mi and doh

Sing five verses of a song

Perform in groups

Explore texture

Play with awareness of pulse

Talk about their likes and dislikes

**Lesson 6:30mins**

**Learning Intentions:** Children learn

To sing soh, mi and doh

About ascending and descending sounds

A new action game

About rhythm and pulse

To play with control

To play and sing

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GECC/CEGG) and revise soh, mi and doh

Play the children the chime bars FAC’ and revise/learn the round, ‘London’s Burning’

**Main activity (15mins)**

Play the game, ‘London Town’ (based on ‘Jack in the Box’ for ‘Singing Games and Rhymes for Early Years)

London Town x 2 (ffFffF)

Build it up (FAC’-)

London Town (c’c’C’c’c’C’)

Burning down (C’AF-)

Use chime bars CFAC’ to accompany ‘London’s Burning’ with a steady pulse

Ask volunteers to play the rhythm of each line

*Which have the same/different rhythm?*

**Plenary (5mins)**

Play the whole song, copying the rhythm of the words

**Assess: Can play rhythmic patterns**

**Learning Outcomes:** Children can

Copy the pitches soh, mi and doh

Respond to the pitches soh, mi and doh ascending and descending

Play a steady pulse

Identify and play rhythmic phrases from a song